

SCHOOL and COMMUNITY

A Candle In The Window

Put a candle in the window
Let it shed its cheerful light
For the carolers will be coming
To your door, sometime tonight.

Let the bells and ribbons tell all those
Who pass along your way
That you are thinking of them
On another Christmas Day.

May each little sprig of holly.
Be an added bit of cheer
For a world that's in great sorrow
As we reach another year.

May the New Year shine anew,
Give us peace on earth again,
And a friendship between nations,
Between God and fellowmen.

—Helen Kitchell Evans

December, 1942

Volume XXVIII Number 9

PUPILS READING CIRCLE

Services Given by the Reading Circle

Selection—The 1100 books listed have been carefully chosen by members of the Reading Circle Committee of your Association.

Convenience—Books from sixty publishers are listed. Schools are saved the time and expense of many separate orders and separate payments.

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Each symbol represents \$10,000.

Write to EVERETT KEITH, Secretary, Missouri State Teachers Association, Columbia, Missouri, for an order blank.

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40 Teachers stood there . . . invisible but magnificent

We are proud of the fine record made by the high school seniors who took part in the first Science Talent Search. You can be, too.

The research work they carried on . . . the ideas they turned up in their essays . . . the high marks they made in their examinations—all were outstanding. *All were a tribute to the basic science training they received.*

Time after time as their individual accomplishments were reviewed, one or another of the judges would say: *"That is the influence of some inspiring teacher."*

The 1943 Science Talent Search is now under way. It is sponsored by Science Clubs of America with financial assistance from the Westinghouse Electric & Manufactur-

ing Company. Its purpose is to uncover exceptional scientific ability and open the way for talented boys and girls to achieve greater usefulness.

There are two Westinghouse Grand Science Scholarships of \$2,400, eight of \$400 each, and several additional scholarships of \$100 each to be awarded at the discretion of the judges. Each finalist is given a five-day all-expense-paid trip to Washington to attend the Science Talent Institute and to visit the Capital's famous landmarks.

Closing date of 1943 Talent Search is December 28, 1942. Teachers may secure entry blanks and complete details by writing Science Clubs of America, 1719 N Street, N.W., Washington, D.C.



Westinghouse

WESTINGHOUSE ELECTRIC & MANUFACTURING COMPANY, PITTSBURGH, PENNSYLVANIA

DECEMBER, 1942

385

*"This pause
that refreshes
is a
real idea!"*



Safeguarded constantly by scientific tests, Coca-Cola is famous for its purity and wholesomeness. It's famous, too, for the thrill of its taste and for the happy after-sense of complete refreshment it always brings. Get a Coca-Cola, and get the feel of refreshment.

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In Action for America

ON A 65,000-MILE FRONT

A wartime fleet of Greyhound buses today serves more than 65,000 miles of highway routes—*miles lined with the grandest scenery* that ever gladdened the eyes of a fighting nation. Rugged cliffs made of smelters and stacks... white cataracts from the spillways of power dams... man-made canyons of iron ore... mountains of new-harvested grain... clouds of planes in V-formation... endless streams of fighting men pouring into military centers, by highway, from all over America.

Doing their share of today's job, Greyhound busses now carry a half more passengers than ever before... and the great majority are in uniform, in war production or in other essential occupations.

You can help Greyhound better serve America *now, this winter*—by avoiding trips at Christmas, New Year's and by confining necessary trips to the mid-week days. *You've been fine about accepting wartime travel inconveniences with a smile. Please keep it up!*



GREYHOUND

SCHOOL and COMMUNITY

Official Organ of the Missouri State Teachers Association

INKS FRANKLIN

Editor

EVERETT KEITH

Executive Secretary

Vol. XXVIII

No. 9

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Change of Address—If you have your address changed give old as well as new address.

Send All Contributions to the Editor

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SISTINE MADONNA

by
Raphael



THE MADONNA PICTURE has been a favorite art form with painters since the beginning of Christian art in Italy in the 14th Century. In Madonna pictures we usually find the Infant Jesus portrayed, which makes such pictures most suitable for study and enjoyment throughout the Christmas season.

The "Sistine" Madonna, perhaps most famous of all such pictures and considered by some critics to be the greatest of all pictures, appears in the group of Artex Prints now being studied in the Elementary Schools of Missouri. The Artex Print of this subject was made from the original painting and does credit to the great art of Raphael.

The Madonna and Child interest should be stressed in the study of Madonna pictures. This theme will find quick response on the part of children of all ages. The simple detail, graceful lines and elemental colors employed by Raphael tend to make his pictures loved by all classes in all countries.

Orders for this material and all other supplementary material for carrying out the work of the Courses of Study should be sent to

Missouri State Teachers Association
Everett Keith, Secretary
Columbia, Missouri

Send for our P. R. C. order blank.

IMPORTANT EVENTS

DECEMBER

- 28 National Business Teachers Association 45th Annual Convention, Statler Hotel, Detroit, Michigan, December 28-30, 1942.

FEBRUARY

- 26 American Association of School Administrators, St. Louis, February 26 to March 2, 1943.

APRIL

- 22 Classical Association of the Middle West and South Annual Convention, Chicago, April 22-24, 1943.

NOVEMBER

- 3 Missouri State Teachers Association annual convention, St. Louis, November 3-6, 1943.

DECEMBER, 1942

HOW TO GET A \$100 BUDGET LOAN FOR \$890 WHEN REPAYED IN 6 MONTHLY INSTALMENTS

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SHORT OF CASH this month? Household Finance offers a simple way for any teacher with a steady position to borrow \$20 to \$300. You may repay your loan in monthly instalments that fit your own pocketbook. You may even obtain your loan and make your payments entirely by mail.

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To help families budget their spending Household has published a series of practical booklets on money management and on buying of family needs. Many schools use these booklets in their home economics courses. You are welcome to ask for sample copies.

FIND HERE THE CASH LOAN YOU NEED

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\$ 25	\$ 8.75				
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100	35.01	18.15	13.95	11.43	9.75
125	43.77	22.69	17.43	14.28	12.19
150	52.52	27.23	20.92	17.14	14.62
200	70.03	36.31	27.89	22.85	19.50
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300	105.04	54.46	41.84	34.28	29.25

Payments include charges at Household's rate of 2½% per month on unpaid balances. This rate is substantially below the maximum permitted by the Missouri Small Loan Law on loans of \$100 or less.

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FREE Booklet and Application Blank

Mail this coupon whether you wish an immediate loan or not. You never know when this information will come in handy. If loan is wanted now, state amount desired.

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(See addresses above—mail to nearest office)

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Please mail me free copy of your brochure: "How to Get a Teacher Loan on Household's Special Payment Plan." I understand this request places me under no obligation to negotiate a loan.

Name.....

Address.....

City.....State.....

Amount I wish to borrow \$.....for.....Months

"E" for American Education and the Home



Many industrial plants, in our war effort, have been awarded the "E" flag of excellence for outstanding achievement. If the scope of this recognition were extended to other fields, our American system of education, made possible by the help of taxes on privately owned utilities, will have earned its own "E" flag. Education was never more important in our battle for free institutions, free enterprise, liberty for all.

KANSAS CITY POWER & LIGHT COMPANY

ASSET TO HOME, BUSINESS AND INDUSTRY, UNDER
BUSINESS MANAGEMENT

Scrap Metal Campaign Winners Announced

PARADISE HIGH SCHOOL, with an enrollment of eleven students, won first place in the State-wide Scrap Metal Drive conducted through the schools during October. Mrs. Lillian I. Denny, teacher of the winning school, stirred her pupils to exert enough effort to collect an average of 6,251 pounds per student.

The scrap contest was open to all local, public and private schools in Missouri.

Second place winner in the scrap campaign was Elm Branch School of Pettis County. This school, taught by Mr. Elmer L. Miers, averaged 4,575 pounds of scrap for its seven students.

Miss Marcella Popplewell's students at Hyatt School in St. Louis County placed third. They succeeded in collecting 37,260 pounds which was an average of 3,762 pounds per pupil.

During the first week of the campaign



The students of Paradise High School eagerly watch their teacher, Mrs. Lillian I. Denny, as she computes the total amount of scrap collected. The average was over 3.1 tons per student. The students in the picture from left to right are: Front row—Martha Howard, Robert Arthur, Jean Moreland, Ann Halferty; back row—Billy Greer, W. L. Walker, and Charles Welsh.

Mrs. Denny's pupils spent the week in soliciting the neighborhood for all available scrap. They determined the kind of scrap; whether it was a donation to the school or to be sold to a dealer, whether it could be hauled in by the pupils, or whether it was heavy enough to require outside help. Small scrap was brought in by wheelbarrows, pony carts, and little wagons. During the second week, the students of Paradise High School began collecting the very heavy scrap. The Clay County engineer donated county trucks and men to help haul the heaviest pieces of scrap. It consisted of farm machinery, antiquated mowing machines, tractors, steam boilers, and other articles. Some of this had been buried—it having served to fill ditches and hollows on the farms. Robert Arthur, student of Paradise high school succeeded in collecting a total of twenty-eight thousand pounds for which he was declared the win-

ner in his school.

Hyatt school, the third place winner, is on Shackleford Road in Florissant, Missouri. The ten pupils of the school range from five and one-half to twelve years in age, eight boys and two girls. Miss Popplewell states they actually dug up the greater part of the metal collected. The winner in this school, which was decided by a vote of the pupils, is Leroy Loesing.

The students, Leroy Loesing, Robert Arthur, and Robert Leslie Wharton, the latter from Elm Branch School, will be privileged to attend the launching of a Liberty Ship about the ninth of January at the Houston Shipbuilding Corporation Yards, at Houston, Texas. They will be accompanied by the principal of the winning school, Mrs. Lillian I. Denny. Their traveling expenses will be paid by the American Industries Salvage Committee.

The ship which the three pupils will



Shown are the teacher and pupils of the Hyatt School. From the left, they are: Front row, Elmer Schlueter, Marian Langewisch, Miss Marcella Popplewell, Betty Kropp and Warren Langewisch, back row, Donald Kropp, Chester and Leroy Loesing, Alfred Caruso, Joseph Hartwig, and Robert Schlueter. The school had the third largest per capita scrap collection in the state.

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launch will have one of the following names—Mark Twain, Eugene Field, or Champ Clark. The names of these three Missourians drew the most votes from the state's school children. The selection of one of the three for the Liberty Ship will be made by the Maritime Commission.

Eleven other ranking schools were:

The winning schools were announced by a committee composed of Governor Forrest C. Donnell, State Salvage Chairman Richard R. Nacy, and Superintendent of Schools Lloyd W. King.

Editor's Note:—We regret very much being unable to obtain a picture and material of the Elm Branch School.

<i>Name of School</i>	<i>County</i>	<i>Total Amt. Collected</i>	<i>No. in School</i>	<i>Average Amount</i>
Gordonville	Cape Girardeau	88,786	27	3,288
Buford	Morgan	44,826	16	2,801
Point, No. 10	St. Louis	138,310	50	2,766
Salem	Morgan	31,642	12	2,637
Brown	St. Louis	35,900	14	2,564
Miller	Pike	30,260	12	2,521
Adrian	Bates	490,000	200	2,450
Freistatt	Lawrence	205,571	85	2,418
Carter	Boone	11,000	5	2,200
Clarksdale	De Kalb	103,189	47	2,165
Keene	Boone	36,733	17	2,160

Gold Is Where You Find It

By BENNY FERNE HUNTER
Centerville

IT WAS DURING the last days of August and school was to begin in September. This was to have been my fifteenth year in the profession. I sat pondering over the past years and tried to enumerate my gains. I was growing old. I had taught since I had had three years of high school to my credit. Slowly I had trudged along making a few hours of credit here and a few there between terms of school, until now I had one hundred hours of credit, I had no money and little material gains. True, I had lived from my meager salary. And I had the consolation of having helped people achieve their goals, but what had I done for myself as to having really lived. Many of my former pupils, now in defense work and other work in the cities were doubling my salary with half the effort I was making.

But a part of my remuneration came that day a week before school started when Louellen, whom I had guided through third, fourth, and fifth grades, wrote me a letter from that great metropolis, where she

was earning fifty dollars more on the month than I, saying, "I am not satisfied with my work here. There is something about teaching that you gave to me which makes me want to be a teacher."

Then there came the letter from the little motherless girl, who had been my pupil many years ago, saying, "I have done wrong, Miss ———, please forgive me and believe in me once more, as you have always done. You are the only mother I ever knew."

And then again during the first week of school there came a letter from foreign territory bearing an air mail stamp from a man in United States service, and one whom I had not seen since he was a lad of ten. The letter had been on its way many days and its script was very similar to my own. Its chief message was this: "You were the best teacher I ever had."

OPA Services to Teachers

WARTIME CONDITIONS have made increasing demands upon our schools. Teachers have applied themselves to these new responsibilities with commendable energy and intelligence in rationing registrations; classroom instructions; all-school activities; and other patriotic community services. In many instances teachers have been handicapped because the necessary teaching materials and aids were not readily accessible. It is the function of the Educational Services Branch, Consumer Division, Office of Price Administration, Washington, D. C. (regional office is Fidelity Building, Dallas, Texas) to serve teachers as indicated in the following statements.

Combating inflation and rationing scarce goods and services are the special assignments of the Office of Price Administration. In actuality these involve teaching civilians how to live during wartime; giving basic understandings of why, what, and how our attitudes and skills must be changed; and developing civilian morale. Teachers of every subject matter course and at all grade levels can participate in this challenge to our schools.

The range of ideas and civilian activities that can be considered in classroom instruction are briefly noted in the list that follows: changes in standards of living; conservation of scarce materials; use of substitutes; hoarding; equality versus liberty in democracy; taxation; investments; buying wisely; democratic ways of living and rationing; use of salvage materials; inventions; balanced diet and health; self-help activities; transportation; housing; recreation; production for home consumption; understanding new words and new meanings of old words; translation of the new American ways of living to foreign language speaking groups in the United States; familiar adjustments; role of the farmer in the war effort; conversion of industries to a wartime program; manpower; quality of goods; occupational guidance; community reorganization; civilian shortages; governmental regulations; control of wages and prices; women in the armed forces and in defense industries; retail business stores

By CLARENCE SCHETTLER
Washington, D. C.

and the war; advertising; accuracy in weights and measures; repair of equipment; care of children; mobility of population; race relations; mental hygiene problems; interpretation of war information; patriotism and civilian morale; educational readjustments; higher costs of living; and voluntary cooperative sharing plans.

Application to Classroom Work

How these topics can be adapted to various subject matter courses may be illustrated with the topic of ceiling prices and price control. A home economics class can compare the grocery prices listed in newspaper advertisements for today, March 1942, and earlier, noting the rises in prices of goods that do or do not have ceiling prices. An American history class can compare the effects upon civilians of rising prices in our revolutionary war and in the present war. An arithmetic class can take as a project poultry raising, supervision of school salvage collections, or sale of war saving stamps in order to gain an understanding of addition, subtraction, percentage, fractions, etc. An English class can read and study Benjamin Franklin's *Autobiography* to gain an appreciation of habits of thrift and frugality. An art class can collect and use waste products from factories in the community to make articles. A geography class can direct attention to the supply sources of our raw materials before and during the present war, stressing particularly the scarce materials. An industrial art class can develop habits of self-sufficiency by teaching boys and girls how to repair articles rather than buy new ones. A general science class can emphasize the wise use and repair of electrical appliances, or the need for greater accuracy in weights and measures, or the importance of standardization to prevent quality deterioration of goods and equipment. A physical education class can develop new recreational activities that are inexpensive

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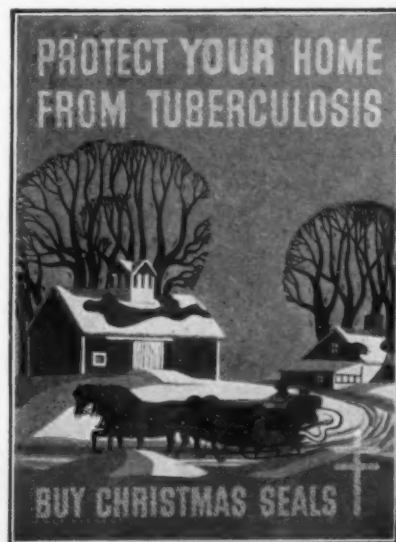
or make its facilities available to community use. A sociology class might analyze family budgetary problems, housing problems, or propaganda and rumors that break down civilian morale. An economic class might ascertain the foreign exchange value of American money in countries that have reached different levels of inflation. Both economic and arithmetic classes might practice reading graphs on rising costs of living, income, federal expenses for World Wars I and II. A botany class might study plants that yield ingredients for synthetic rubber or it might promote the raising of vegetable gardens. A government class could interpret and make practical applications of the price control law and other laws that affect civilian living. A foreign language class could have readings on the sacrifices that people are making in those nations where that language is spoken.

The Educational Services Branch has collaborated with state and city curriculum committees; libraries; teachers associations; and other educational organizations in the production of teaching units; topical subject matter outlines; activities for subject matter courses; all school activities; radio scripts; tests; factual analyses and discussions concerning meat, coffee, rubber, fat, fuel, gasoline, etc.; available films; and other educational programs. Materials distributed by the Educational Service Branch are sent free of charge.

There are listed below a few governmental publications of value to teachers. (1) *Teacher's Handbook on OPA's Wartime Economic Program*. Revised October 1942. (a brief account of the conversion of industries to war production; story of inflation; organization of OPA and an analysis of its programs on price control, rationing, and conservation; role of educators in the war; study outlines on wartime economics including objectives, discussion questions, and suggested activities); (2) *Suggestions for Curriculum Building* (study outlines coordinating the efforts of art, social science, speech, English, modern language, and science; inflation and rationing for social science classes; speech classes and inflation; home economics and the war effort; civilian supplies and shortages; consumer education in elementary grades); (3) *George Washington on Price*

Control (scarcities of goods, hoarding, rising prices, conservation in the revolutionary war); (4) *Victory*. (weekly publication, Office for Emergency Management, \$.75 for 52 issues; Washington, D. C.; gives factual data and trends on transportation, manpower, priorities, rationing, war needs, cost of living, industry, housing, etc.); (5) *Selected Bibliography on Wartime Consumer Problems* (War effort and economics of the home front; price and rent control; rationing; wartime buying and conservation; school-community projects; aids for teachers; radio scripts and programs; factual and discussion materials on rationed articles).

The Educational Services Branch of the Office of Price Administration is a clearing exchange for schools and educational institutions. It collects and welcomes descriptions and illustrations of wartime school activities. It distributes this information to those who request help on particular problems. It keeps in touch with both governmental publications and supplies information to teachers regarding source materials. Limited consultant service is available to any school that wishes aid in dealing with a problem that comes within the province of the Office of Price Administration. Dr. C. Allen True is the Chief of the Educational Services Branch, Consumer Division, OPA in the regional office, Fidelity Building, Dallas, Texas.



Report of Executive Committee to the Assembly of Delegates

This is the twenty-fifth report of the Executive Committee of the Missouri State Teachers Association. Although the Committee has been a feature of the Association's organization since December 28, 1899, it was not required to report its proceedings until after the Association adopted a revised constitution on November 16, 1916. Consequently, the first Executive Committee report was presented on November 15, 1917. This is the twenty-fifth, instead of the twenty-sixth, report of the Committee because the Association held no meeting in 1918.

The First Report and World War One

At the time of the Executive Committee's first report, this country had been engaged for almost eight months in what is now referred to as World War One. The report did not specifically mention that fact, but it contained an indirect reference to it. The report stated that the Committee had appropriated \$500.00 for use in purchasing pamphlets issued by a Federal agency as a basis for the teaching of patriotism in the public schools. The exigencies of the struggle in which this country was then engaged accounted for the failure of the Association to meet in 1918.

Committee for the Defense of Democracy through Education

After the lapse of a quarter of a century, this nation is again engaged in a conflict involving the greater part of the human race. For the United States and her allies, the struggle is one to preserve their political and economic independence and their respective ways of life. In recognition of that fact, and in the hope of making some contribution to our national effort, the Executive Committee, on January 17 of this year, created a Committee for the Defense of Democracy through Education, and appropriated funds for its use.

The Film, "Backing Up the Guns"

As a means of interpreting to the public the contribution that schools are making to the war effort, the Executive Committee provided funds for the acquisition of a sound-picture film entitled "Backing Up the Guns." The film is now available at Association Headquarters in two forms: (1) a sixteen millimeter film of fifteen minutes length, suitable for showing at meetings of lay organizations; (2) a thirty-five millimeter film of five minutes length, suitable for showing at motion picture theaters.

Proposed Constitutional Amendment Number Five

The stress incident to a national emergency opens the ears of many people to the siren songs of demagogues and crackpots. Consequently, it is at times like the present that alluring but dangerous proposals are presented for popular approval. Such a proposal was the one recently sponsored by a former kinsman of the Ku Klux Klan, a proposal to write into the Constitution of Missouri a provision for the perpetual appropriation of \$29,000,000.00 annually, from the State revenue fund, as a reservoir for financing old-age pensions and aid to dependent children. Recognizing that proposal as a dagger pointed at the heart of our public school system, the Executive Committee provided funds for use by the Legislative Committee and other Association agencies in their effective efforts to prevent its adoption.

Retirement Plan for Association Employees

Acting in accordance with a resolution adopted by the Assembly of Delegates a year ago, the Executive Committee put into effect at the beginning of the current fiscal year a retirement plan for members of the Headquarters Staff. The plan is adjusted to the Federal Social Security System, and is sponsored by the National Education Association.

Members Manual

In recognition of a need that has been felt for several years, the Executive Committee authorized the Secretary and his staff to prepare a manual for use by Association members, one that would contain helpful information about the organization and its activities. After its approval by a subcommittee of the Executive Committee, that man-

ual was published in time for its distribution before the opening of schools in August and September. It is the hope of the Executive Committee that a copy of the manual has found its way to every teacher in the State, and that it will serve the purpose for which it was intended.

Routine Work of the Executive Committee

Such have been the somewhat unusual acts of the Executive Committee during the past year. Aside from them, the Committee's work has been of a routine nature. It has selected the personnel of other committees, made possible the usual work of the Headquarters Staff, and co-operated with the President of the Association in the preparation of the program for this year's meeting.

The Past Year's Record

In the field of the Association's usual activities, the past year's record is highly gratifying. For the fiscal year ending June 30, Reading Circle sales approached an all-time peak, the number of persons on the membership rolls exceeded 24,000, and receipts from advertising in School and Community approximated the average for recent years. At the end of the fiscal year, the Association's financial reserve was somewhat greater than it was when the year began. More detailed information about the Association's usual activities will be found in the published financial statements and in the printed reports of other committees.

Recommendations

This Committee is under a constitutional obligation to report, not only its proceedings, but also its recommendations. In fulfillment of that obligation, and in conformity with what it regards as good professional policy, the Executive Committee recommends, to both the Assembly of Delegates and the entire membership of the Association, that interest and participation in Association affairs be maintained at the highest possible pitch for the duration of the present emergency, regardless of what the exigencies of war may bring. Should meetings of the kind the Association regularly sponsors be forbidden, or the holding of them be rendered impracticable as a result of the nation's war effort, this Committee recommends that teachers maintain Association membership, in order that their professional organization may continue to serve both them and the cause for which they labor.

It is needless for the Committee to recommend that teachers make every possible contribution to the war effort. They have been doing that, and they will continue to do whatever they can, mindful of the fact that any sacrifice demanded of them is small in comparison with the sacrifice required of those in the nation's armed forces. The Committee does recommend, however, that teachers weigh carefully the possibilities of service in the profession, when they are tempted to leave it for employment elsewhere.

The Teacher and the Nation's Destiny

The teacher, it has been said, is the hope of America. While that statement doubtless implies too much, it expresses at least a partial truth. The vision that schools inspire in youth is the force that largely determines the nation's destiny. At a time like the present, therefore, it behooves teachers to take stock of their efforts, and to resolve anew that those efforts shall not fall short of their intended end—the maintenance of America as the repository of freedom, of opportunity, and of hope for unhampered achievement.

Respectfully submitted,

Hugh K. Graham, Chairman
Nellie W. Utz, Vice-Chairman
E. A. Elliott, President
John Ruff, Vice-President
Philip J. Hickey
Roy E. Taylor
C. W. Mackey
Hubert Wheeler
Roscoe V. Shores
Ethel R. Parker
Aaron C. Halley

Report of Committee for the Defense of Democracy Through Education

During the fall of 1941, the Executive Committee of the Missouri State Teachers Association, in agreement with an enactment of the National Education Association of the July preceding, appointed the Chairman as the Missouri State Teachers Association representative on the National Commission for the Defense of Democracy Through Education. The Chairman of the National Commission is Dr. Alonzo Myers of New York University, and the Executive Secretary is Dr. Donald DuShane of Washington, D. C.

At the January meeting of the Executive Committee of the Missouri State Teachers Association, your Representative of the National Commission explained the organization of the work as he had planned it for Missouri. The plan provided that a State Committee should consist of one committee member from each of the thirteen Congressional Districts of the state. This committee member was asked to appoint a County Committee, through a County Chairman, for each one of the counties in his district. The plan of operation was that the National Commission would work directly through the M. S. T. A. Representative as Chairman of the State Committee, who would work with the Committee members in the various Congressional Districts, who in turn, would work with their respective County Chairmen. The plan was adopted by the Executive Committee, and the State Committee was appointed.

The initial meeting of the State Committee was held in February, 1942. All of the members except one attended. The plan of organization and the projects to be promoted were presented at that meeting, and the system of procedure was definitely outlined. It was made clear that both the National Commission and the State Committee were not to be considered as contemplative bodies, or bodies which would study problems or formulate general policies. It was definitely understood that the National Commission was a dynamic, action commission, and that the State Committee was organized, in the same spirit, to carry out the mandates of the National Commission, as well as to initiate projects in carrying out any of the enterprises approved by the Missouri State Teachers Association.

The work of the year was outlined in the form of seven projects:

Project 1. National issues and problems of national scope.

In this project the Missouri Committee has been very active and helpful, both in bringing about the amendment of the Hatch Act and also in promoting interest in the proposed measure for federal support of education. It is gratifying to report that the National Commission considers Missouri as having been very dynamic in working on these national issues.

It has also been a problem of the National Commission to investigate any organizations, state or national, which, though bearing friendly titles, might be organized to oppose education. One task of the State Committee in this connection was that of supplying information concerning conditions in the state in reference to activities of certain organized groups opposing education. The National Commission was very successful in contacting these organizations and in challenging them to make good their positions. In most cases, the National Commission was able to disclose to the public the particular interests which caused the forming of those organizations and motivated their activities. With such publicity, most of them became innocuous.

Project 2. Attempt to keep education prominently in the public mind.

As always during a war period, there is great danger that education may be neglected and pushed into a minor position as far as the public attention is concerned. The attack of the State Committee in this matter was not that of spending large sums of money for printing thousands of leaflets and pamphlets; the procedure was, rather, that of encouraging the members of the State Committee to

work with the County Chairmen and to have school men all over the state use the local press to print items concerning education, revealing what the schools are doing locally. It was found that such a public relations program, bringing the schools to the attention of the people, would do more to keep them informed as to the significance of education and the position that education deserves in the public attention, than anything that could be undertaken. We believe that considerably more favorable publicity was given in local and county newspapers concerning education than is usually the case in the course of a school year. We propose to continue this program and intensify our efforts to publicize educational activities locally. It is our conviction that when one discusses education and educational processes in the concrete, rather than the abstract, people will become more impressed and will actually know what is occurring.

Project 3. Make every effort to secure greater and better support for education.

Part of this project was carried forward through our support of the bill to provide federal support for education. We also organized to promote the program of the Missouri State Teachers Association Legislative Committee. Under this project should be placed the extensive efforts in the various counties of the State in opposition to measures which would greatly reduce the support for education—which would, in fact, bankrupt education. First in importance should be listed the fight against Amendment Number 5.

Again, the Committee was active in promoting good will for Amendment Number 1, which though local in application has yet statewide significance from the viewpoint of financing education under the present-day Constitutional provisions.

Project 4. Put forth every effort to prevent a disintegration of the teaching profession.

The Committee put forth rather strenuous efforts in connection with this project. Up to April or May, it appeared as though we were making real progress. With the continued withdrawal into military service of school men at the close of the school year, the disintegration of the profession was speeded up. How far the work of the State Committee has been effective in this connection is, of course, difficult to say. One cannot calculate what the results might have been if we had not advocated openly, in meetings and through correspondence with teachers, in faculty meetings and in conventions, the importance of the work of teaching and the patriotic service which can be rendered by teachers if they patiently stay in their positions, although at a financial sacrifice. This we do know, that many of them have not accepted lucrative positions outside the teaching profession, simply because they felt that more patriotic service to the country could be rendered in the classroom. In a measure, keeping teachers in the profession ties in readily with the securing of better support for education. Every effort was made to have teachers' salaries increased in various school districts. Partly because of the work of the State Committee, and in a large measure because of the intelligent patriotism of members of boards of education, teachers' salaries throughout the state have, in general, been increased.

Project 5. Create and maintain a high morale among the children and high school students of the state.

It is our judgment that much of the enthusiasm maintained in promoting the program of war work in Missouri schools during the last year was due to the fact that the Committee had been urging teachers all over the state of Missouri to promote wartime efforts not as a perfunctory and routine matter but, rather, with a view of incorporating the activities of children and high school students consciously and deliberately in such a way that they might feel that they, themselves, are part of

the great total national program in winning the war.

Project 6. Attempt to promote and to develop state-supported higher education.

Not much has been undertaken directly in this connection.

The Committee hopes that it may be possible to build closer relationships between higher educational institutions and the public school system.

Project 7. Plan carefully the teaching of democracy in our schools.

We are convinced that now is the time for education to prepare the public mind for facing the problems which will follow in the aftermath of this great world conflict. It is our firm conviction that unless education consciously and deliberately addresses itself to this task, we may have a repetition of the complete collapse of citizenship morale which followed the last war.

It should be reported that your Committee compiled a list of citizens in the state of Missouri who are favorable to education. It is the judgment of your Committee that the best plan is to make a positive attack on problems of education. Instead of concentrating our efforts on finding and fighting the enemies of education, it has been our endeavor

to find the friends of education and to urge them to ever greater efforts in behalf of our program of education.

It is with much satisfaction that we report that the organization and the efforts of your State Committee have been looked upon as exemplary and have been used to create similar organizations in other states. The National Commission has used the Chairman of your Committee in promoting the work not only within the state of Missouri but also at national gatherings and other state meetings.

Respectfully submitted,

Theo. W. H. Irion, Chairman
S. M. Rissler
W. L. Adams
Tracy E. Dale
Grace Riggs
Shepherd Leffler
Rol S. Wood
C. W. Parker
George D. Englehart
W. Francis English
W. W. Parker
H. H. Mecker
R. G. Russell
Stanley Hill

Report of Committee on Teachers' Salaries and Term of Office

Last year this committee made the recommendation and the Assembly of Delegates unanimously approved this recommendation that the Legislative Committee of the Missouri State Teachers Association prepare a Tenure Bill to be presented to the General Assembly of the State of Missouri, embodying the following features:

1. In School districts maintaining first-class high schools, the permanent tenure plan should be applied. It should provide for two employment periods, the probationary period and the permanent period.
 - a. The probationary period should consist of three years in a school district, except for teachers who have acted as substitutes, or those who have acquired permanent status in another district. In either case, the probationary period may be reduced. A continuous contract is recommended for the probationary teacher and any continuous employment in the same school district beyond the probationary period constitutes permanent tenure. Procedure and cause for dismissal of a probationary teacher should be included in the law.
 - b. The permanent period should begin automatically whenever the teacher has begun to continue service in the district in which he served his probationary period. This period shall continue until a retirement age has been reached or the teacher has been removed for cause. The retirement feature is in the hands of the Retirement Committee so no further mention will be made of it here.
2. In all other schools, the board of education shall be required to notify the teacher, in writing, at least thirty days before the end of the school term, of decision not to reemploy. Failure to notify the teacher constitutes reemployment under the same conditions as the previous contract, in which case the board of education is to tender a contract before the close of the current school term. The teacher is to furnish the board with written acceptance within thirty days after receiving the contract. Failure to do so, on the part of the teacher, constitutes non-acceptance of the position.

The removal of teachers, under the provisions of law, should have certain guiding principles:

1. The law should state specifically the procedure necessary in filing charges and also clearly

state the board of education's right to disregard trivial or unfounded charges.

2. Professional incompetency on the part of the teacher should be charged only by school officials, while patron's charges should be restricted to types of offenses of which the layman is an adequate judge.
3. Procedure relative to dismissal at the end of the year, and relative to charges serious enough to warrant dismissal immediately, necessarily will be different.
4. Adequate time should be given the teacher to file his answer to charges, in which case the board of education should review the charges and hear the teacher's defense before further action is taken.
5. Appeals from the decision of the board of education to the civil courts or a state tenure board should be expedited for the good of the administration and the teacher.
6. If a state tenure board is established, it should include members of the teaching profession.
7. Demotions should be covered in the law by provisions similar to those covering dismissal.
8. Salary reductions in a school district should be made uniformly with respect to all teachers of the same qualifications and experience.
9. The contractual relation between the school board and the teacher should be established without question, and should provide for a writ of mandamus rather than merely a suit for breach of contract in case of alleged unfair dismissal. (The writ of mandamus would require the school board to reinstate the teacher or show cause why the case was legal.)
10. Provisions for the resignation of the teacher should be included so that after a teacher signs a contract to teach in a school district the following year, he must have secured a formal release from the first school board before making a contract with another school board.

The Committee on Teachers' Salaries and Term of Office has been informed that the Legislative Committee is preparing a bill which incorporates the foregoing recommendations.

Salaries

According to Dr. Alonzo F. Myers, chairman of the National Commission for the Defense of Democracy Through Education, there is a shortage of 50,000 to 100,000 teachers in the United States

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largely because of inadequate salaries. "Some of these teachers are finding that they can earn as much in a week of working in a war industry as they get for a month of teaching school," he pointed out.

This condition is one that also afflicts the educational situation in Missouri. Statistics made available to us by the office of the Missouri State

Statistics released by the N. E. A. show that the average increase throughout the nation over this period was approximately seven per cent. This retardation in Missouri is not unusual, for as was pointed out last year she ranked eighth to thirteenth in eleven items that have been selected, in her ability to pay, and yet she ranked twenty-third in salaries to teachers.

TABLE 1

Teachers Employed and Salaries Paid in Representative High School Districts of Missouri—School Years 1931-32, 1939-40 and 1941-42

Teachers Employed per District 1931-32	Total Teachers 1931-32	Average Salary 1931-32	Total Teachers 1939-40	Average Salary 1939-40	Total Teachers 1941-42	Average Salary 1941-42	Number of Districts Each Year
From 5-9	512	\$ 921	624	\$ 896	483	\$ 895	69
From 10-19	1271	1034	1439	1020	1214	1053	90
From 20-49	1325	1133	1475	1117	1212	1184	44
From 50-99	658	1335	725	1283	626	1337	10
From 100-399	1461	1356	1584	1368	1525	1432	9
From 400-3000	5664	2464	5449	2293	5431	2309	3

Teachers Association, and the Department of Public Schools of the State of Missouri show that high school teachers in districts employing ten or more teachers are receiving from seven-tenths per cent to six per cent higher wages in 1941-42 than in 1939-40. In districts employing less than ten teachers, there is a slight decrease in wages over the same period of time.

Although the average salary of high school teachers has increased over this two year period, the various school districts represented in Table I have not paid as much in teacher salaries in 1941-42 as in 1939-40. There were over 800 fewer teachers employed during the latter period. According to data released by the Department of Public Schools, this represents a saving in teacher salaries of almost \$1,500,000 for the last year. It would seem that a further increase in teacher salaries might have been possible in some districts.

TABLE 2

Average Annual Salaries of Missouri Teachers 1931-32, 1939-40 and 1941-42

	1931-32	1939-40	1941-42
Rural Districts	\$ 599	\$ 630	\$ 646
High School Districts	1558	1448	1432
All Districts	1232	1186	1202

Table II includes Rural Districts, all high schools, and the combination of both. It will be noted that the average rural teacher's salary in 1941-42 was approximately two per cent greater than in 1939-40; that high school teachers' salaries were further decreased about one per cent in addition to the five per cent decrease suffered in the previous eight years; and that the average increase for all teachers during the past two years was one per cent.

Since August 1939, teachers' salaries throughout the nation have increased seven per cent; cost of food has increased thirty-five per cent; and factory workers' weekly earnings have increased fifty-nine per cent.

As Dr. Myers pointed out teachers are deserting the profession by the thousands because of inadequate salaries. Hundreds of schools in Missouri were unable to open this year because teachers were not available.

Unless this condition is rectified there will be a "catastrophic breakdown of education services."

The National Education Association recommends:

1. Salaries should be increased now in proportion to the cost of living.
2. Salary increases to meet the rise in the cost of living should be provided: (1) by raising the present salary schedule; or (2) by a temporary wartime allowance; or (3) by drafting a new salary schedule.
3. Where salary cuts imposed during the depression are still in effect, the cost-of-living increase should be figured on the basis of the salaries paid before the depression.
4. Teachers should be paid in accordance with a salary schedule which provides for annual increments, but these increments do not take the place of cost-of-living increases.
5. Substandard salaries should be raised to a defensible minimum.

This committee wishes to acknowledge the assistance rendered it by the National Education Association, the Department of Public Schools of the State of Missouri, and the office of the Missouri State Teachers Association.

Respectfully submitted,
R. R. Brislin, Chairman
L. Blanche Templeton
William Englund

Report of Committee on Sources of School Revenue

The 1941 report of this committee revealed that, for the preceding four decades, more than ninety per cent of the revenue receipts of Missouri school districts had come from two sources; namely, the State treasury and local taxes, including taxes on public utilities assessed on a county basis. It revealed also that, for the two decades from 1911 to 1931, school revenue tended to come from different sources in approximately the following proportions: local taxes, 81 per cent; the State treasury, 13 per cent; other sources, 6 per cent. It further revealed that, after 1931, the relative amounts of school revenue derived from those sources changed, so that, for the school year 1939-40, they stood approximately as follows: local taxes, 65 per

cent; the State treasury, 30 per cent; other sources, 5 per cent.

The School Year 1941-42

Complete data for the school year 1941-42 are not yet available, but the items at hand indicate that the total revenue receipts of Missouri school districts for that year exceeded the receipts for the school year 1939-40 by approximately four millions of dollars; also that most of the increase came from the State treasury, with the result that, for the school year 1941-42, revenue receipts from the three sources previously mentioned were approximately in the following proportions: local taxes, 61 per cent; the State treasury, 35 per cent; other sources, 4 per cent. The changes indicated do not mean that the total amount of school revenue derived from sources

other than the State treasury declined during the two years from 1939-40 to 1941-42. They mean merely that receipts from the State treasury increased relatively more than receipts from other sources. The indications are that local taxes contributed slightly more than \$500,000 to the increase.

One-Third of State Revenue for Public School Support

The trend of school revenue receipts during the last decade serves to emphasize the significance of

Threats to State Support of Public Schools

Those who are more interested in getting money for other purposes than in providing support for public schools, call attention to the amounts shown in the last column of Table 1, and assert that the schools are being maintained too liberally. They imply that the increase of more than \$17,000,000 in the amount transferred from the State revenue fund to State school moneys from the school year 1930-31 to the school year 1941-42 represents a net increase in the amount of money available for public school

TABLE 1

State School Moneys Derived from the State Revenue Fund
School Years 1928-29—1941-42

School Year	Sources of Amounts Transferred from State Revenue Fund				The One-Third Transferred
	Income Tax	Beer & Liq. Taxes	Sales Tax	Other Taxes	
1928-29	1,334,708.42 31.22*	.00	.00	2,940,532.71 68.78*	4,275,241.13 100.00*
1929-30	1,307,301.73 27.98	.00	.00	3,364,540.47 72.02	4,671,842.20 100.00
1930-31	1,591,759.22 28.62	.00	.00	3,782,485.16 70.38	5,374,244.38 100.00
1931-32	1,134,317.52 25.86	.00	.00	3,253,018.34 74.14	4,387,335.55 100.00
1932-33	1,344,217.01 27.51	.00	.00	3,542,450.09 72.49	4,886,667.10 100.00
1933-34	1,057,712.48 30.24	.00	.00	2,440,011.62 69.76	3,497,724.10 100.00
1934-35	1,235,863.59 21.16	1,046,814.93 17.92	1,337,903.39 22.91	2,220,484.48 38.01	5,841,066.39 100.00
1935-36	1,437,391.38 19.50	1,675,192.07 22.72	2,077,732.60 28.18	2,182,060.52 29.60	7,372,376.57 100.00
1936-37	1,849,559.14 18.62	1,712,792.52 17.24	4,177,945.83 42.05	2,194,771.24 22.00	9,935,068.73 100.00
1937-38	2,488,174.62 19.84	1,864,343.69 14.86	5,952,310.78 47.46	2,237,104.45 17.84	12,541,933.54 100.00
1938-39	2,355,388.52 17.61	1,696,558.60 12.68	6,757,588.03 50.52	2,566,591.57 19.19	13,376,126.72 100.00
1939-40	2,076,582.43 15.48	1,692,762.53 12.63	7,358,448.40 54.86	2,284,886.85 17.03	13,412,680.21 100.00
1940-41	2,350,041.45 15.57	1,871,490.89 12.40	8,406,548.81 55.70	2,464,058.34 16.33	15,092,139.49 100.00
1941-42	2,498,789.71 14.86	2,192,916.58 13.04	9,503,388.33 56.50	2,623,992.49 15.00	16,819,087.11 100.00

*These figures and the ones below corresponding to them show, in each case, what per cent the amount above is of the total amount transferred that year.

State money in that connection, and to focus attention on the single item that represents the bulk of that money; namely, the one-third of the State's general revenue that custom has decreed shall be appropriated for public school support. The growth of that one-third in recent years and the reason therefor are indicated by Table 1, which shows the amount transferred from the State revenue fund to State school moneys each school year from 1928-29 to 1941-42, and the principal sources of the money transferred.

A mere glance at the data presented in Table 1 will reveal that the increase in the amount transferred from the State revenue fund to State school moneys since 1928 has come almost entirely from taxes that first contributed to State school moneys during the school year 1934-35. Exclusive of what came from the sales tax and the taxes on beer and liquor, the amount transferred from the State revenue fund to State school moneys for the school year 1941-42 was \$251,462.18 less than the amount transferred for the school year 1930-31, and only \$403,716.13 more than the average of the amount transferred for the five school years from 1928-29 to 1932-33. It is evident, therefore, that, without the sales tax and the taxes on beer and liquor, the schools would be receiving little if any more money from the State now than they were receiving a decade ago. It is evident also that, if the schools are to continue to receive from the State amounts comparable to the amounts they have received in recent years, the entire yield of the sales tax and the taxes on beer and liquor must continue to go into the State revenue fund, one-third of that fund must continue to be appropriated for public school support, and the amount so appropriated must be used for the purpose implied in the appropriation.

support, ignoring the fact that local school taxes decreased more than \$7,000,000 in the same time, thus leaving a net increase in school revenue from those two sources of approximately \$4,000,000. They ignore also the fact that since the school year 1930-31 legal provision has been made for paying from State school moneys most of the tuition of non-resident high school pupils and the bulk of the cost of transporting those pupils and thousands of elementary pupils to and from the schools they attend, obligations that now drain from State school moneys more than \$4,000,000 a year, or approximately the amount by which the increase in State school moneys exceeds the decrease in local taxes.

Nevertheless, threats to State support of public schools began as soon as the State revenue fund showed a substantial increase, and they still persist. They are aimed at lessening State school support in one or more of three ways: (1) by diverting money from the State revenue fund; (2) by appropriating for public school support less than the customary one-third of the State revenue fund; (3) by making appropriations from State school moneys for purposes other than the support of schools in school districts.

The first threat in recent years to State school support through questionable appropriations from State school moneys came at the 1941 session of the General Assembly. The questionable appropriations made then were referred to in this committee's report a year ago, and are mentioned again at this time merely as a warning that they may serve as precedents for other appropriations of more serious proportions. The threat to appropriate less than one-third of the State's general revenue for public school support has arisen at each recent session of the General Assembly, and has been

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foiled only by the persistent efforts of school people backed by more than fifty years of legislative custom. Threats to divert money from the State revenue fund have persisted since the first sales tax law was enacted. The latest threat of that nature was proposed constitutional amendment number 5, which was kept from the ballot by timely court action. It sought to appropriate money from the State revenue fund without legislative action, thereby producing the same result as if the money appropriated had never reached that fund. The blocking of that proposal does not preclude the possibility of similar threats in the future.

A Threat to Local Support of Public Schools

According to a recent press release by the N. E. A. Committee on Tax Education and School Finance, the National Council of Real Estate Taxpayers has announced plans to introduce bills for overall property tax limitations in eighteen States, including Missouri, during the coming sessions of the State legislatures. Such a proposal in Missouri would present another threat to public school support. If adopted, it would further aggravate the disturbing conditions that have grown out of the specific constitutional limitations already in effect. Moreover, it would put schools in competition with other agencies of local government for a share in

school year 1937-38, and considerably from the school year 1937-38 to the school year 1939-40. Missouri's per-pupil expenditure was below the national average by \$13.87 in 1935-36, \$13.19 in 1937-38, and only \$7.73 in 1939-40. The improvement from 1937-38 to 1939-40 was enough to erase 41.39 per cent of the 1937-38 deficiency. The showing with respect to teachers' salaries was not so good, however. The data in Table 2 indicate a slight improvement in Missouri's position from the school year 1935-36 to the school year 1937-38, but a reversal of that trend thereafter. That reversal is somewhat anomalous, in view of the opposite trend in per-pupil expenditures. It is explained by the fact that the number of teachers employed in Missouri increased 2.03 per cent from the school year 1937-38 to the school year 1939-40, while the number of pupils in average daily attendance decreased 1.81 per cent. In the entire Continental United States the number of teachers employed decreased 0.75 per cent, and the number of pupils in average daily attendance decreased 1.15 per cent in the same period of time. The effect of the changes in Missouri was to further reduce a pupil-teacher ratio that was already 2.88 per cent below the national average. For the school year 1939-40, the pupil-teacher ratio in Missouri was 6.16 per cent below the national average.

TABLE 2

Average Annual Cost per Pupil in A. D. A. for Current Expenses, Exclusive of Interest Payments and Average Annual Salaries of Teachers, Supervisors, and Principals in Continental United States and Missouri

School Year	Per-Pupil Cost		Ratio of Mo. to U. S.	Teachers' Salaries		Ratio of Mo. to U. S.
	U. S.	Mo.		U. S.	Mo.	
1935-36	74.30	60.43	81.33	1,283	1,048	81.68
1937-38	83.87	70.68	84.27	1,374	1,134	82.33
1939-40	88.09	80.36	91.22	1,441	1,150	80.43

the permissible tax rate, and would thus generate a very delicate administrative problem. Furthermore, experience has shown that any beneficial effect of an overall tax limitation law accrues chiefly to corporations and to individuals with large real estate holdings. Any apparent benefit to the home owner or other small investor in real estate is frequently more than offset by his share of the substitute levies that necessity usually brings. Despite these and other objectionable effects, overall tax limitation laws have been passed in several States, a fact that should put the people of Missouri on guard against a repetition of that occurrence here.

The Need for Additional School Revenue

For several years past, this committee has stressed the need for additional school revenue in Missouri, basing its estimates of that need on a comparison of teachers' salaries and current expenditures per pupil in average daily attendance, in Missouri and the Continental United States. In its 1941 report, that comparison was made for the school years 1919-20, 1929-30, and each alternate school year thereafter, up to and including the school year 1937-38. The data then presented for the school years 1935-36 and 1937-38 are presented again in Table 2, together with similar data for the school year 1939-40.

The data in Table 2 show that the relative position of Missouri with respect to current expenditures per pupil in average daily attendance improved slightly from the school year 1935-36 to the

Recommendations

The conditions noted in this report seem to justify these recommendations:

1. That school people continue to use every legitimate means at their command to foil threats to State support of public schools, whether they are aimed at the diversion of money from the State revenue fund, the appropriation of less than one-third of that fund for public school support, or the financing from State school moneys of services foreign to the support of schools in school districts.
2. That the educational forces of the State combat vigorously any proposal for an overall property tax limitation in Missouri, whether it be presented at the next session of the General Assembly or at any other time.
3. That in every school system in the State an effort be made to keep the number of teachers employed to the minimum required for efficiency.
4. That any money saved through a reduction in the number of teachers employed, and any other funds available for that purpose, be used to bring the salaries of those remaining in service more nearly in line with the present trend of living costs and the wages being paid in other fields of endeavor.

Respectfully submitted,
L. E. Ziegler, Chairman
Glenn Featherston
Euris Jackson
Advisers:
R. E. Curtis
Conrad Hammar

Report of Committee on Policy and Plans

During the past year the Policy and Plans Committee has continued the program which it launched in the summer of 1941. The program consisted first of all of setting up goals for the association. "Our Goals" was published in a small folder in July 1941 and was distributed rather widely throughout the summer and fall months of that year.

In order to bring the long range program of the Association to the attention of school people and patrons throughout the state, a series of meet-

ings was held in four of the teachers' colleges in the fall of 1941, and these meetings were reported by the Committee in its last annual report. On January 24 of this year the last of the regional meetings was held, the meeting taking place at the Teachers' College at Springfield. A group of nearly 200 school people attended this session, and the interest in the Committee's program was quite satisfactory.

In order to implement further the long term policy and plans set up by the Committee, several

committee members, together with persons not on the Committee, were asked to prepare short articles in explanation and amplification of certain of the items listed in "Our Goals." These articles appeared in the February, March, April, and May issues (1942) of the association magazine. The following is a list of the titles and authors of the articles:

1. "Improvement of the Learning Environment Through Organizing School Units" by W. W. Carpenter, Columbia.
2. "In-Service Training of Teachers" by William F. Knox, Warrensburg.
3. "Selection and Training of Candidates for Teaching" by Lonzo Jones, Warrensburg.
4. "Reasonable Tenure Provisions" by Bert Clare Neal, Kansas City.
5. "Be Ours to Hold it High" by Hazel McCombs, Adrain.
6. "Higher Education in Missouri" by W. W. Parker, Cape Girardeau, and Elmer Ellis, Columbia.
7. "Interpreting the School Program More Effectively" by H. R. McCall, Columbia and Joe Herndon, Platte City.

The Committee expresses its appreciation to the writers of these articles for their excellent contributions to the Association's program of policies and plans. Other individuals have been asked to prepare manuscripts on other items in "Our Goals," and it is quite probable that you will be able to

read these articles in *School and Community* beginning with the issue of January 1943. Persons who are interested in the long term program of the association would do well to read the new articles as they come along, and perhaps it would be wise to review those which were published last spring.

"Our Goals," as set up by the Policy and Plans Committee, appeared in the bulletin entitled *Your Association*.

The Committee has not held a meeting for several months, due to the fact that the war emergency has necessitated that all of us give our attention to the immediate problems of the day rather than to long term policies. The Committee has prepared a statement of association philosophy relating particularly to the emergency period, which statement will be presented at the general session Friday evening.

Respectfully submitted,

Irvin F. Coyle, Chairman
Uel W. Lamkin
Bert Clare Neal
Hazel McCombs
Lloyd W. King
R. M. Inbody
Chas. A. Lee
L. G. Townsend
Joe Herndon
Virgil Cheek

Report of Committee on Professional Standards and Ethics

In this time of critical teacher shortage the Committee on Professional Standards and Ethics wishes to direct the attention of the teaching profession to Article 6 in the Missouri Code of Professional Standards and Ethics and urge that all teachers seriously consider their obligation to the profession as a career before yielding to the temptation for more lucrative or apparently more patriotic positions. May we quote from a recent speech of Hon. Paul V. McNutt, Chairman, War Manpower Commission, Washington, D. C., to the National Institute on Education and the War, sponsored by the U. S. Office of Education Wartime Commission, August 28-31, 1942:

"Some teachers have the mistaken idea that teaching is not war work. The Nation's demands on the Army of Education should correct that misconception. Unless the Army or Navy or war industries draft a teacher for work of higher priority rating, he should stay at his post. It is the patriotic duty of teachers to continue teaching, despite the lure of service on other fronts and despite the lure of higher wages."

We would also wish to direct the attention of the teaching profession, school board members, and the certifying agencies to Article 7, in the Code of Professional Standards and Ethics. In order to avoid confusion and the needless lowering of standards in the certification of teachers, it is recommended that the State Department of Education and other certifying agencies determine state-wide policies under which emergency certificates will be issued.

Likewise, the teacher shortage is bringing pressure and temptation to lure teachers away from their contracts. The Committee directs the attention of the teaching profession to Article 13, of the Missouri Code.

The Committee supports the position of Superintendent Leslie Bell, Lexington, Missouri, in his article in the *American School Board Journal*, August, 1942, that teachers who sign contracts and then move heaven and earth to secure a better paying position, are treating their contracts as job insurance, and are acting unethically.

The Committee wishes to reemphasize the recommendations of last year's Committee in its attempt to familiarize the profession with its own Code of Ethics, namely:

1. That a framed copy of the Code of Ethics be hung in the meeting place of the Board of Education and in the office of the superintendent of every school system in Missouri. It is further recommended that a copy be placed in each classroom, in order that all who enter may better understand the elements of our profession.
2. That all Community Teachers' Associations in Missouri devote at least one program each year to a discussion of professional standards and ethics.
3. That teacher training institutions treat professional ethics as a definite unit in the preparation of future teachers. The Committee wishes to commend those institutions now having this as a regular part of the curriculum, and to urge that in all institutions, students who desire to enter the teaching profession be required to become familiar with the provisions of the Missouri code.
4. That a copy of the Code of Ethics be given with the contract to new teachers entering the profession.

Respectfully submitted,

Davis Acuff, Chairman
Mrs. Jessie McCully
Lonzo Jones

Report of Legislative Committee

In formulating the legislative program for the coming session of the General Assembly, the Committee has taken into consideration the suggestions of many individuals and organizations. It should be mentioned that the program was outlined in cooperation with the Missouri Association of School Board Members.

The legislative program for the 1942 General Assembly as thus far determined is as follows:

1. To insure adequate financial support of public education.
 - (a) By continuing the practice of appropriating one-third of the State Revenue for public elementary and secondary schools.
 - (b) By seeking adequate appropriations (1) for State supported educational institutions and (2) for the State Department of Education.
2. To secure retirement legislation.
3. To secure tenure legislation.
4. (a) To accelerate the development of a satisfactory program of education in Missouri by inserting between the present first and second steps of the equalization apportionment a new step by which special aid will be granted to all districts offering satisfactory school programs.
 - (b) To change the building aid laws in such a manner that it will be possible for any district in the State to provide the plant necessary for offering a satisfactory school program.
5. To improve the educational program for rural boys and girls.
 - (a) By providing higher qualifications for the office of County Superintendent of Schools.
 - (b) By giving the State Superintendent of Schools authority to fix standards for the approval of rural schools.
 - (c) By clarifying the standards for transportation, particularly in rural districts.
 - (d) By raising minimum average daily attendance necessary to establish a high school teaching unit.

The objectives listed include all the legislative proposals that the Committee has agreed to support. There are sure to be other proposals, however, that will call for Committee decisions after they are brought forward. Consequently, the Legislative Committee reserves the right to make recommendations with respect to other measures, when its members agree that recommendations are desirable.

Not all of the objectives mentioned call for the drafting of bills, but arrangements have been made for the drafting of such bills as are required.

It can frankly be said that your Legislative Committee has thus far directed attention largely to proposed constitutional amendments for the election last November 3.

The Association formed the spearhead of opposition to proposed constitutional Amendment No. 5. The passage of such a proposal would paralyze all functions of State Government and wreck the public school system. We are grateful to the press and to the many organizations that assisted in informing the public of its inherent dangers. Your Association played a significant role in planning the Court action and in the execution of those plans, which culminated in the Missouri Supreme Court upholding the injunction granted by Circuit Judge Sam C. Blair, keeping it off the ballot. The thousands of pieces of literature disseminated, the radio programs given, the speeches made, the legislative bulletins issued, and the contacting of organizations with respect to the proposal were not in vain. We must continue to clarify the misunderstandings that have been and will be created by its sponsors. A similar proposal in one form or another will appear again, no doubt.

The successful passage of Amendment No. 1 was a major objective of the Committee's program. It is needless to say that every possible effort was put forth to attain this objective.

The Committee actively and aggressively supported Amendment No. 3, in accordance with the action of the Assembly of Delegates in St. Louis last year.

The Committee not only indorsed but enthusiastically worked for the calling of a Constitutional Convention.

The Legislative Committee is fully conscious of the fact that it can accomplish little by its own efforts alone. Its members know that they cannot do much more than direct the force that may be set in motion by those whom they represent. The Committee holds the belief, that, while legislation is matured in Jefferson City, the seeds that produce it are sown in the communities from which the legislators come. Consequently, the members of the Legislative Committee earnestly request the cooperation of all friends of education in the effort to plant in the minds of the people at the crossroads the ideas back of the Association's legislative program for 1943.

Respectfully submitted,

Tracy Dale, Chairman
Roger V. Smith
J. S. Maxwell
Charles Banks
C. H. Hibbard
D. R. McDonald
C. K. Thompson
Raymond R. Brock
Ralph Marcellus
Marie A. Ernst
Herold C. Hunt
Amos Burks
M. B. Vaughn
Lloyd W. King
Josie Powell
Lynn M. Twitty

SECOND ANNUAL SCIENCE TALENT SEARCH OPENS

High School principals and teachers have been invited to take part in a nation-wide search among the country's high school seniors for the 40 most talented young scientists of that age in America.

The 40 are to be singled out for special honors and opportunities including attendance at a five-day Science Talent Institute at Washington next February, and up to \$14,000 in scholarships.

The invitation to teachers was sent to the

nation's high schools recently by Science Clubs of America. The Science Talent Search, second to be held, is made financially possible by the Westinghouse Electric & Manufacturing Company, which will award Westinghouse Science Scholarships to at least 10, and possibly 40, of the young scientists of the future.

Open to Both Boys and Girls

Watson Davis, Director of Science Service and Science Clubs of America, in announcing the Second Science Talent Search, pointed out that it is open alike to boys and girls who are seniors in high school.

Missouri State Teachers Assn. Financial Statements June 30, 1942

EXHIBIT "A" BALANCE SHEET AS AT JUNE 30, 1942

ASSETS			
CURRENT ASSETS:			
Cash on Hand and in Banks	\$14,675.48		
Accounts Receivable:			
Reading Circle ..\$ 7,175.13			
School and Community	457.44		
Checks and Warrants—Association	214.00		
Checks and Warrants—Reading Circle ..	2,339.14		
	10,185.71		
Less: Reserve for Bad Checks and Accounts	2,885.78		
Total Receivables		7,299.93	
Inventory of Books (Not Consigned)		2,608.82	
Investments:			
United States Defense Bonds—			
At Par	30,000.00		
United States Savings Bonds—			
—Present Value ..	17,400.00		
United States Federal Farm Mortgage Bonds—At Par	6,000.00		
Total Investments		53,400.00	
Total Current Assets			\$77,984.23
FIXED ASSETS:			
Real Estate—Land		11,915.50	
Real Estate—Buildings	59,112.02		
Less: Reserve for Depreciation	14,894.28	44,217.74	
Furniture and Equipment	10,822.37		
Less: Reserve for Depreciation	7,651.16	3,171.21	
Delivery Truck	467.68		
Less: Reserve for Depreciation	350.76	116.92	
Total Fixed Assets			59,421.37
DEFERRED CHARGES:			
Supplies Purchased in Advance		4,616.63	
Total Assets			<u>\$142,022.23</u>
LIABILITIES			
CURRENT LIABILITIES:			
Accounts Payable (Accrued Expense and Taxes)	\$ 157.67		
Membership Dues 1942-1943 (Paid in Advance)	1,158.00		
Total Current Liabilities			\$ 1,315.67
FIXED LIABILITIES:			
Life Membership		1,650.00	
NET WORTH:			
Balance June 30, 1942			139,056.56
Total Liabilities and Net Worth			<u>\$142,022.23</u>

EXHIBIT "B" OPERATING STATEMENT FOR FISCAL YEAR ENDED JUNE 30, 1942			
Gross Book Sales ..	\$100,871.26		
Less: Returns and Allowances	786.53		
Net Book Sales			\$100,084.73
COST OF BOOKS SOLD:			
Inventory July 1, 1941	1,695.72		
Books Purchased	78,291.56		
	79,987.28		
Less: Inventory June 30, 1942 ..	2,608.82	77,378.46	
Net Income from Book Sales			22,706.27
MEMBERSHIP DUES:			
Less: Community Association Re-funds	\$ 4,738.00		
District Association Refunds	11,841.00	16,579.60	
Net Income from Membership			32,530.40
ADVERTISING SOLD:			
OTHER INCOME:			
Interest and Premium on Bonds ..	1,330.00		
Insurance Commissions	249.12		
Group Insurance Service Fees	1,018.00		
Book Exhibits	1,620.29		
Addressing Service	128.70		
Miscellaneous Income	384.07		
Total Other Income			4,730.18
Total Gross Income			67,442.70
Less: Operating Expenses—Exhibit "C"			57,018.81
Net Operating Profit			10,423.89
ADDITIONS TO RESERVE:			
Reserve for Bad Checks and Accounts	426.00		
Reserve for Depreciation—Buildings ..	1,182.24		
Reserve for Depreciation—Equipment	532.69		
Reserve for Depreciation—Delivery Truck	116.92		
Total Additions			2,257.85
Net Profit for the Period			<u>\$ 8,166.04</u>

EXHIBIT "C" OPERATING EXPENSES FOR THE FISCAL YEAR ENDED JUNE 30, 1942

	Reading Circle	Associa- tion	School and Com- munity	Total		Reading Circle	Associa- tion	School and Com- munity	Total
Salaries	\$ 7,282.01	\$ 7,745.99	\$ 9,049.18	\$24,077.18	Traveling Exp.	121.50	1,496.98	687.55	2,306.03
Postage	2,904.69	1,195.45	735.39	4,835.53	Fuel	60.00	60.05	55.00	175.05
Paper and Printing	1,356.32	409.54	6,144.52	7,910.38	Light and Water	75.00	66.84	75.00	216.84
Stationery and Office Supplies	527.20	401.08	227.26	1,155.54	Telephone and Telegraph	50.00	482.97	150.00	682.97
General Expenses	55.62	71.22	50.00	176.84	Taxes	600.00	884.20	400.00	1,884.20
R. C. Board and Executive Committee	114.83	1,464.88		1,579.71	Enroll. Campn.		230.85		230.85
Exchange and Bank Charge	209.80	263.96		473.76	State Meeting—Program Talent		2,870.26		2,870.26
					State Meeting—Program Exp.		1,994.48		1,994.48

**EXHIBIT "C"—Continued
OPERATING EXPENSES FOR THE FISCAL YEAR ENDED JUNE 30, 1942**

	Reading Circle	Associa- tion	School and Com- munity	Total		Reading Circle	Associa- tion	School and Com- munity	Total
State Meeting—					Resolutions Com.		172.12		172.12
Dept. Exp.		383.61		383.61	Salary and Tenure				
Insurance	100.00	54.23	50.00	204.23	Committee		53.16		53.16
Janitor's Salary	350.00	372.36	300.00	1,022.36	Constitution Amend-				
Repairs and					ment Committee		141.95		141.95
Replacements	85.00	81.55	75.00	241.55	Auditing Exp.	100.00	100.00	50.00	250.00
President's Expense		541.64		541.64	E. M. Carter				
Truck Expense	90.00	37.24	40.00	167.24	Memorial		100.00		100.00
N.E.A. Dues and					Engraving and				
Expense		50.06		50.06	Art Work			320.31	320.31
Other					Freight and				
Organizations	10.00	53.88	145.00	208.88	Drayage	207.11			207.11
Com. on Sources					Defense Committee		997.58		997.58
of School Rev.		26.09		26.09	Com. on Professional				
Legislative Com.		1,000.04		1,000.04	Stand. and Ethics		44.20		44.20
Policy and Plans									
Committee		317.06		317.06					
						\$14,299.08	\$24,165.52	\$18,554.21	\$57,018.81

**EXHIBIT "D"
CASH DISBURSEMENTS FOR THE PERIOD
FROM JULY 1, 1941 TO JUNE 30, 1942**

Account	Total
Office Salaries and Wages	\$23,887.21
Postage	4,785.53
Paper and Printing	7,960.38
Stationery and Office Supplies	1,155.54
Unclassified Expense	177.34
Reading Circle Board and	
Executive Committee	1,579.71
Exchange and Bank Service	
Charge	473.76
Freight and Drayage	207.11
Travel Expense	2,306.03
Light and Water	216.84
Telephone and Telegraph	685.57
Taxes	1,634.45
Enrollment Campaign	230.85
State Meeting—Program Talent	2,870.26
State Meeting—Program Expense	1,994.48
State Meeting—Department	
Expense	383.61
Insurance, Building, etc.	204.23
Keeper of Building	891.00
Repairs and Replacements	241.55
Truck Expense	167.24
N. E. A. Headquarters	50.06
Other Organizations	118.25
Legislative Committee	1,000.04
Resolutions Committee	172.12
Committee on Sources of	
School Revenue	26.09
Policy and Plans Committee	335.81
Committee on Salaries and Tenure	53.16
Book Purchases	78,291.56
Accounts Payable	792.85
Refunds, Community Association	4,738.60
Refunds, District	11,841.00
President's Expense	541.64
Bad Checks Charged Back	3,208.30
Cash Refunds	86.20
Sales Tax Paid	1.27
Auditing Expense	250.00
Social Security Tax	293.94
Fuel	175.05
Janitor's Supplies	122.36
Engraving and Art Work	320.31
Furniture and Equipment	168.65
E. M. Carter Memorial	100.00
Constitutional Amendment	
Committee	141.95
Deferred Charges	4,616.63
Defense Committee	997.58
Committee on Professional	
Standards and Ethics	44.20
Transfer of Funds	6,400.00
Total Disbursements	\$166,940.31

**EXHIBIT "E"
CASH RECEIPTS FOR THE PERIOD FROM
JULY 1, 1941 TO JUNE 30, 1942**

Accounts	Total			
Cash Book Sales	\$18,401.39			
Collection on Account	88,231.45			
Bad Checks Redeemed	3,251.13			
Sales Tax Collection	1.33			
Cash Refunds	21.35			
Membership Fees	48,818.00			
Group Insurance Commission	249.12			
Addressing Service	128.70			
Interest on Bonds	930.00			
Transfer of Funds	6,400.00			
Group Insurance Service Fees	1,018.00			
Exhibits—Annual Meeting	1,620.29			
Miscellaneous Income	261.70			
Life Membership	40.00			
Cancellation of Old Warrants and Checks	333.62			
Total Cash Receipts	\$169,706.08			
RECONCILIATION OF CASH AND BANK				
BALANCES AS AT JUNE 30, 1942				
	Boone Co. Trust Company	Boone Co. National Bank	Revolving and Petty Cash Fund	Total Cash and Bank Balance
Balances at Be- ginning of Busi- ness July 1, 1941	\$ 5,765.62	\$ 3,369.09	\$2,775.00	\$ 11,909.71
Receipts— Reading Circle	102,740.14			102,740.14
Receipts— School and Community		22,082.51		22,082.51
Transfer from Reading Circle		6,400.00		6,400.00
Receipts— Association		44,883.43		44,883.43
Balances Plus Receipts	\$108,505.76	\$76,735.03	\$2,775.00	\$188,015.79
Disbursements— Reading Circle	\$101,546.99			\$101,546.99
Disbursements— Association		\$44,377.83		44,377.83
Disbursements— School and Community		21,015.49		21,015.49
Transfer to Association	6,400.00			6,400.00
Balance at Close of Business June 30, 1942	6,958.77	4,941.71	2,775.00	14,675.48
Disbursements Plus Balances	\$114,905.76	\$70,335.03	\$2,775.00	\$188,015.79

We have audited the accounts and records of the Missouri State Teachers Association, Columbia, Missouri, for the period July 1, 1941 to June 30, 1942 and certify that, in our opinion, the foregoing Exhibits correctly set forth the financial condition of the Missouri State Teachers Association on June 30, 1942 and results of the operations for the period ended June 30, 1942.

Very truly yours,

CLAUDE C. ELLIS

Certified Public Accountant

Saint Louis, Missouri
August 15, 1942

SECRETARY'S PAGE

ANNUAL CONVENTION

The most significant meeting in the history of the Association was attended by approximately 7,000 teachers.

Comments being received from those present would label the 80th Annual Convention in Kansas City as one of the best.

Problems of real import facing the profession during these difficult days were reflected in a feeling of unity and an attitude of cooperation. It was a serious convention.

FEDERAL AID TO EDUCATION

The Federal Aid bill will be introduced again during the coming session of Congress. Federal aid to education will become a reality if and when the members of the profession are willing to put forth every effort to secure it.

THE CONSTITUTIONAL CONVENTION

On November 3, Missourians voted to hold a constitutional convention. The Governor must call an election not less than three months nor more than six months after November 3, to elect delegates to the convention.

The Constitutional Convention will be composed of 83 delegates. Two delegates are elected from each of the 34 senatorial districts in the state and 15 delegates are elected from the state at large.

In order to secure representation from different political parties, the Constitution provides that, in each senatorial district, each party shall nominate one candidate in such manner as may be prescribed by the senatorial committee of the party, and the two candidates receiving the highest number of votes in the district are elected. Candidates for delegates-at-large are nominated by petitions signed by the required number of voters and the 15 candidates receiving the highest number of votes in the entire state are elected.

The Governor must convene the delegates within six months after their election.

The State-Wide Committee for the Revision of the Missouri Constitution recently sent to the Governor a resolution expressing the opinion of the Committee that the election of delegates to the Constitutional Convention might properly be called for some date in April, 1943, and that the Convention might be called upon proclamation of the Governor to assemble and organize some time in the latter part of September or early part of October, 1943.

Any proposed Constitution or constitutional amendments shall be submitted to the electors of the state, at a special election, not less than sixty days nor more than six months after the adjournment of the Convention.

The coming Constitutional Convention has real import for education in Missouri. It presents a possibility of going backward educationally speaking; it presents an opportunity for strides forward to be taken.

The Association will appoint a committee at an early date to prepare recommendations relating to education to the Constitutional Convention.

Every teacher should be fully aware of the significant role the coming Constitutional Convention will play as to Missouri's educational program of the future.



ITEMS OF INTEREST



■ **Floren Thompson**, instrumental music teacher and **William Stewart**, commercial instructor, were recently granted leaves of absence by the Columbia Board of Education for the duration of the war. They joined the armed forces.

■ **W. S. Bennett**, administrative assistant of vocational training for war production workers, in the State Department of Education, has entered the Army. He is stationed at Jefferson Barracks.

■ **Herbert H. Hutsell**, teacher at McKinley High School, St. Louis, is a lieutenant in the U. S. N. R. Service School, Jacksonville, Florida.

■ **Walter M. Simpson**, principal of the Gallatin High School, has been granted a leave of absence. He is at Camp Green Bay, Great Lakes, Illinois.

■ **Hazel Steward**, secretary to Dean Theo. W. H. Irion, University of Missouri, for the past eight years, has been sworn into the WAVES under the V-9 program. Miss Steward will probably be ordered to duty for officer training in February at Smith or Mt. Holyoke colleges.

■ **G. E. Dille**, superintendent of schools at Peoria, Illinois, resigned November 30, to accept the position of personnel director for a large and progressive grocery company operating in St. Louis, and St. Louis County, Missouri.

■ **Geneva Ellison**, who taught in the Hollister high school last year, is teaching home economics and science at Warrenton.

■ **Charles Hopkins**, former instructor of music in the Hardin high school, has been called for service, enlisting as an aviation cadet.

■ **Ida Garner** has been employed to teach the Windyville grade school in Dallas County succeeding **Mrs. Ules Lawson** who went to be with her husband who is in the service.

■ **Virginia Akers** of Lawson has been employed to teach the Mound school in Caldwell County, the former teacher, **Zilpha May Eads**, having resigned.

■ **Henry A. Turner Jr.**, teacher in the Wentworth Military Academy at Lexington, has received his commission as an ensign in the U. S. N. R. Midshipmen's school, New York.

■ **Paul Keith**, high school supervisor of the Central Missouri District, has accepted a position in the adjutant General's Office in Jefferson City.

■ **Dr. W. C. Bicknell** is in charge of grading, testing, and routing in the U. S. Naval Diesel Training School at Columbia.

■ **A. L. Threlkeld**, superintendent of schools, Montclair, New Jersey, has taken leave of absence to become Director of the High School Victory Corps. Dr. Threlkeld, a former president of the American Association of School Administrators, for many years an educational leader in Missouri, Colorado, and New Jersey, will spend full time in Washington in the new position.

■ **M. C. Cunningham**, director of the Laboratory School, and coordinator of the Civilian Pilot Training program at Northwest Missouri State Teachers College, reported November 16 as a Senior Specialist in the U. S. Office of Education in Washington to take charge of school transportation in war time.

President Uel W. Lamkin says, "Cunningham goes as a loan from the College. The Commission of Education asked for him until June 30, which is the end of the government's fiscal year."

■ **W. W. Cook**, associate professor of commerce, will take over as coordinator.

■ **Afton Bridges**, social studies and hygiene teacher in the Conway High School last year, is now located at Jefferson Barracks.

■ **Lloyd E. Grimes**, superintendent of the Eldon schools for the past five years, has been named by State Superintendent-elect, Roy Scantlin, to a position in the State Department of Education.

■ **Mary Margaret Hayden** of Springfield has been employed as music teacher in the Cabool schools in Texas County.

■ **Forrest Triplett**, teacher at Cloverdale in Dallas county, has been appointed postmaster at Long Lane.

■ **Shields F. Wilson**, principal at Tunas, has resigned to accept a position with the Chilli-cothe Business College.

■ **W. W. Charters**, coordinator of education at Stephens College at Columbia, has been named Chief of the War Manpower Commission's training division charged with the task of speeding a program to fit millions of unskilled workers in the war production ranks.

Dr. Charters was formerly dean of the school of education at the University of Missouri.

■ **Mrs. Eleanor Leek**, music and English teacher at Wright City, now has charge of the music instruction in the Warrenton public schools.

■ **Gentry Brown**, teacher of music in the school at Bakersfield, has been called to the Army.

Claude M. Dillinger, supervisor of Curriculum Research and Construction, State Department of Education, has been named to the faculty of the State Teachers College, Springfield. Dr. Dillinger succeeds **Dr. Richard Wilkinson** who has been granted a leave of absence.

Mrs. Emil Bergstrom has been employed as principal of the grade school at Hermitage. She succeeds **Dolsie Shelton**, who expects to be called into military training.

O. L. Carter, superintendent of schools of Webster county, was elected president of the Southwest Missouri County Superintendents Association at their annual meeting in Springfield Wednesday, October 28, 1942.

Grace Nicholas has been employed as teacher of the White Palace school in Dallas county, following the resignation of Mrs. Lee Mad-dux.

Seward E. Hood, dean of men at the State Teachers College, Warrensburg, was recently granted a leave of absence. He and his family will make their home in Tucson, Arizona. The health of Mr. Hood's family caused him to make the move.

■ **Tad C. Reid**, former director of physical education at the Warrensburg State Teachers College, and more recently business manager of the Maryville Teachers College, has received a commission as Captain in the U. S. Army engineers. Captain Reid will work with maintenance and operation of utilities in Army camps, in which he had experience in World War I.

THE SCHOOLS AND MANPOWER— TODAY AND TOMORROW

The American Association of School Administrators 1943 Yearbook Commission announced that the title of their new Yearbook will be "The Schools and Manpower—Today and Tomorrow." The Yearbook will be ready for distribution about February 15.

DeWitt S. Morgan of Indianapolis is chairman of the Yearbook production committee.

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SWANK'S MOTION PICTURES

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CONTRIBUTE TYPEWRITERS

The Kansas City Board of Education recently contributed 200 typewriters to the Federal Government as a result of the request for these machines.

ELEMENTARY ENROLLMENT IN- CREASES THIRTY PER CENT

An influx of war workers' families into the community has resulted in an increase of 30% in the elementary school enrollment in Warren-ton.

PIE AUCTION BRINGS

\$1,900 IN WAR BONDS

A recent pie supper, sponsored by the Wheeling schools, cleared \$1900.00 in bond purchases and pledges. One pie sold for \$175.00 in war bonds.

GIFT BOXES SENT TO ENGLAND

Gentry county has sent 47 gift boxes to English school children as a Junior Red Cross project according to Mrs. Marian Lunsford, Acting Superintendent of Gentry County schools.

Many schools in the county have also organized W A F C (Write a Fighter Corps) groups.

FREE LOAN LIBRARY OF PLAYS

For three years the Northeast Missouri State Teachers College has been operating a free loan library of plays. According to Edward S. Avison, director of this service, teachers and students, little theatre directors, and chairmen of various community groups from every part of Missouri have borrowed plays to read at the average rate of 150 per month.

This library now has more than 1200 Samuel French play books, and 300 Row, Peterson books. One-acts, three-acts, books on theatre, operettas, stunts, royalty and non-royalty plays—it is a unique money-saving service, the only such library in the state. To the books already on the shelves will shortly be added most of the plays of the Dramatic Publishing Company.

The services of the loan library of plays are free. If you are interested in reading plays, if you teach dramatics, if you direct plays, if you are in Missouri, you are invited to use this library. For free bulletins listing rules and titles, write Mr. Edward S. Avison, N. E. Mis-souri State Teachers College, Kirksville, Mis-souri.

ATTENTION EDUCATORS

May we send you our free set of Bulletins? They may help you with your counseling program. Young men need your assistance in selecting a vocation. Know the facts about Ranken courses and opportunities. The school has helped thousands of young men get the right start in a technical career. With your cooperation others may be privileged to receive assistance through our endowments. **RANKEN IS NOT OPERATED FOR PROFIT.** Write today for set of Bulletins No. 10.

**THE DAVID RANKEN, JR., SCHOOL OF
MECHANICAL TRADES**

4431 Flanney Avenue

St. Louis, Missouri

SCHOOL AND COMMUNITY

Teachers Second Semester and September positions are now being reported. Many fine positions now on file. You will never have a better chance to find just the right position. Let us help you. Write immediately for enrollment blank.

SPECIALISTS' EDUCATIONAL BUREAU

1023 N. Grand Blvd.

Member of National Association of Teachers Agencies.

St. Louis, Missouri

AIRPLANE MODELS

The government has sent out an SOS to schools for 300,000 additional model airplanes. Plans and instructions may be obtained from the U. S. Office of Education. The first call for 300,000 model planes was answered with the manufacture of nearly 500,000. The project involved 400,000 students, 9,000 instructors, and 6,000 schools. The model planes are used for purposes of military instruction and civilian pilot training.

TEACHERS AND SELECTIVE SERVICE

General Lewis B. Hershey, Director of the Selective Service System, informs local selective service boards that teachers of the following subjects in "Elementary, secondary and preparatory schools" are engaged in services essential to the war effort: Biology, chemistry, physics, mathematics, radio, and aeronautics. Also listed among those engaged in critical occupations are superintendents of elementary, secondary and preparatory school systems.

These critical services are enumerated in **Occupational Bulletin No. 23** issued by the national headquarters of the Selective Service System to local selective service boards for information and guidance. The local boards make the final decisions.

NECROLOGY

J. Earl Evans

Mr. J. Earl Evans, former Carroll County Superintendent of Schools, was killed November 17, in Washington, D. C. as he stepped from in front of a parked car and was struck by an Army ambulance.

J. Earl Evans was born May 5, 1895 in Trotter Township, Carroll County.

He attended Austin rural school and graduated from Carrollton high school in 1916. He attended the Missouri University receiving both A.B., and M.A. degrees. He also did graduate work in the Universities of Wyoming, New Mexico, California, Colorado, and the Agricultural College at Fort Collins, Colorado.

He taught in the rural schools in Carroll County, was Superintendent of Schools at DeWitt, Bogard, and Brunswick. He served Carroll County as County Superintendent of Schools for twelve years and was well known in the state of Missouri as a capable school man.

On June 10, 1931, he was married to Miss Selma Ethel Hays. To this union one son, James Hays Evans, was born.

Mr. Evans was a member of the Austin Methodist church. He was a member of Wakanda Lodge No. 52 A F & A M, George Washington Chapter No. 24, R A M and Navarre Commandry No. 45 K T and also was a Shriner. He served in the Navy during World War I.

Carrie S. Gekeler

God called home our beloved friend and co-worker, Carrie S. Gekeler, whose passing is a distinct loss which will be keenly felt throughout this community.

Miss Gekeler will always be remembered by her many friends for her deep sincerity, beautiful Christian faith, and her loyal service.

In appreciation of these attributes which made her such an understanding and sympathetic teacher,

BE IT RESOLVED: That this Association (St. Joseph) inscribe upon its records this tribute to her memory; and be it further

RESOLVED, That a copy of these resolutions be sent to School and Community; and be it further

RESOLVED, That a copy be sent to the family together with the assurance of our sincere sympathy.

Respectfully submitted by
Georgiana Behne,
Ennie Hicks
May B. Peterman
Goldie Lee

Russell Lawrence Scotten

Russell Lawrence Scotten was born in Kirksville, July 18, 1909. In the early morning hours of September 9, 1942, he suddenly and unexpectedly died.

In reviewing Mr. Scotten's life we find that he spent most of his boyhood in Chariton county, Missouri.

Beginning early he took an intense interest in an education, graduating from Bible Grove high school in 1927, which was superintended at that time by his father, then enrolling at the Kirksville State Teachers College from which he received his B.S. degree in 1933. He taught his first term as high school instructor at Glenwood, followed by five years as superintendent of the same school. In the spring of 1939 he was elected County Superintendent of Schuyler county, a position he was holding at the time of his sudden passing.

He had done post graduate work on his Master's degree at Iowa University. He was also chairman of the County Rationing Board at the time of his death.

On Christmas day, 1940, Mr. Scotten was married to Inez Scurlock of Glenwood.

The deceased was a member of the Masonic Order and of the I.O.O.F. He was also a member of the Baptist church.

Katherine Spencer

God in His infinite wisdom has called to rest another of our well known and beloved teachers, Katherine Spencer. She was a true friend, a

loyal citizen, a real American; one who gave freely of her time, her strength, and her money to benefit teachers and children alike. To know her was to love her.

In her death we have lost a sympathetic teacher and leader, whose saneness of outlook, keen sense of humor and justice, forceful leadership and wise humanity are, and will be, a real inspiration in the lives of her students and fellow workers.

The committee presents this resolution as a testimony to the memory and abiding influence of Miss Spencer.

Whereas, we are conscious of a deep sense of loss to ourselves, to the school children, and to the patrons of St. Joseph—

Be it therefore resolved, that we thus publicly express to the members of her family our most sincere sympathy and our firm belief that the influence of such a life is eternal, and—

Be it further resolved that a copy of these resolutions be sent to the family of Miss Spencer, entered upon the records of this organization and printed in the School and Community.

Respectfully submitted by
Corrinne Allison,
Belle Ashbrook
Lena Schall
Anna Riddle

Harry E. Mason

Harry Evans Mason, 27 years old, teacher and coordinator of distributive and occupational education at the Lexington Junior-Senior high school was killed while on a hunting trip November 15, 1942.

Harry E. Mason was born in St. Louis, Missouri, December 10, 1915. He was educated in the Wellston, Missouri, high school and was graduated from there in 1934.

From 1934 to 1938, Mr. Mason attended Missouri University where for three years he starred on the Missouri Tigers football team as a fullback.

During his last year at Missouri University, Mr. Mason served as assistant freshman football coach. On the university campus, Mr. Mason was a member of Sigma Alpha Epsilon fraternity and was active in campus affairs. He began his teaching and coaching career at the Harrisonville high school in the fall of 1938 and remained there for two years as athletic director and teacher.

On June 4, 1940, Mr. Mason was married to Katherine Ann Metcalfe of Palmyra.

Mr. Mason was appointed coach and director of athletics of the Junior-Senior high school at Lexington on June 9, 1941. He was named to his present position as coordinator at the beginning of this school year. He is survived by his wife and 8-month's-old son.

NATIONAL BUSINESS TEACHERS ASSOCIATION PLANS FOR ANNUAL CONVENTION

"Business Education Realities in War and Post War" has been announced by Paul S. Lomax, President of N.B.T.A., as the general

theme of the convention to be held at the Statler Hotel, Detroit, Michigan, December 28-30, 1942.

GOVERNMENT WAR

FILM DISTRIBUTION

Wartime activities and wartime responsibilities are portrayed dramatically in the Government films being produced and distributed for schools by the Bureau of Motion Pictures of the Office of War Information.

These motion pictures are information films designed so that the American people will better understand the progress of the war. They include three aviation films—Bomber, Winning Your Wings, and Target for Tonight; five pictures showing war production in factories and on farms—Bomber, Tanks, Lake Carrier, Democracy in Action, and Home on the Range; two pictures dealing with civilian responsibilities—Safeguarding Military Information and Salvage; two films concerning our armed forces—Ring of Steel and Winning Your Wings; one film, Men and the Sea, showing the men who man our cargo ships; another film, Western Front, portraying the heroic fight of China against Japanese aggression; and three "song shorts"—Anchors Aweigh, Keep 'Em Rolling, and The Caissons Go Rolling Along—sung "off stage" against stirring action scenes.

The cost to users of obtaining these films has been kept at a minimum. The Motion Picture Bureau's policy is that "In addition to transportation costs, distributors are permitted to make a service charge to the users not to exceed 50c for the first subject and 25c for each additional subject included in a single shipment."

Complete information concerning these films and how they can be obtained for school use may be had by writing Swank Motion Pictures, 620 North Skinker Blvd., St. Louis, Missouri

SURVEY OF NATION'S TEACHER SHORTAGE IN PROGRESS

The U. S. Office of Education is now completing a survey to measure the extent and nature of the teacher shortage which many sections of the United States have reported.

A questionnaire now being distributed to 8,000 school superintendents and 1,800 college presidents in the country attempts to discover the number of positions vacant on October 15 in the teaching of critical subjects—from agriculture to medicine.

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MISSOURI STATE TEACHERS ASSOCIATION

Columbia, Missouri

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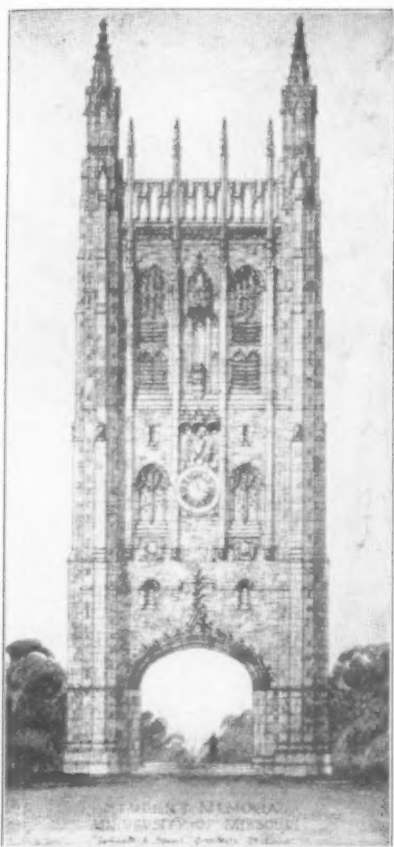
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U. S. Treasury Department



UNIVERSITY OF MISSOURI

1943

SUMMER SESSION

June 14—September 3

CALENDAR

June	14—Monday, registration for twelve-week term and for first six-week term
June	15—Tuesday, class work begins
July	23—Friday, first six-week term closes
July	24—Saturday, registration for second six-week term
July	26—Monday, class work begins for second six-week term
September	3—Friday, summer session closes

The resources and facilities of the University of Missouri have been utilized to the end that the institution may continue to render maximum service to the people of the state and at the same time may contribute in full measure to the national war effort.

The accelerated program makes it possible for a student to earn forty-eight hours of credit each calendar year by attending the eighteen-week semesters and a twelve-week summer session, as compared to a maximum total credit of

forty hours under the old program of study. Under this new plan it will be possible for a student to enter the University immediately upon graduation from high school and graduate two years and eight months later.

The 1943 Summer Session will be organized as a twelve-week program. Two six-week terms will be arranged in some divisions of the University for students who do not find it feasible to remain in school the entire twelve-week period.

In all divisions work will be available which will lead toward the various degrees customarily granted by the University. In addition to this program there will be an extensive range of specialized projects, courses, and services directly related to the war needs. These will include enlistment in the various service reserves and specialized training to meet demands.

Teachers will have opportunity to study the many problems confronting public schools. The many changes in the program of the schools will create great need for specialized teacher training in certain areas. The 1943 Summer Session program is being planned to make a full and timely program of teacher training available.

These war times emphasize the need for intelligent planning and adequate training. Inquiries about the summer session are invited.

DEAN THEO. W. H. IRION
 Director of the Summer Session
 212 Education, Desk 1

UNIVERSITY OF MISSOURI
 Columbia, Missouri

M. S. T. A. GROUP INSURANCE

Who is Eligible to Apply for Insurance?

A member of the Association under 60 years of age.

Why \$1.00 Service Fee?

For a small service fee of \$1.00 a year per policy the Association takes care of all details in mailing notices, collecting premiums, and all other business in connection with the members' insurance.

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None for \$1,000, \$2,000, or \$3,000 if you are accepted as a standard risk and are under 45 years of age. Medical information, at the insurance company's expense, is required for \$4,000 or \$5,000.

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No! There are no Assessments. Members pay only their own premiums plus the service fee.

How Old is the Plan?

Fifteen years.

What Kind of Insurance is It?

Life Insurance at low "group rates," paying for death from any cause. It has no cash or loan value.

Amounts Listed Below are Annual Premiums per \$1,000 not including service fee of \$1.00.

Age	Premium	Age	Premium	Age	Premium	Age	Premium
16.....	\$ 4.97	27.....	5.85	38.....	6.82	49.....	12.38
17.....	5.07	28.....	5.88	39.....	7.06	50.....	13.28
18.....	5.15	29.....	5.90	40.....	7.35	51.....	14.28
19.....	5.26	30.....	5.93	41.....	7.68	52.....	15.38
20.....	5.37	31.....	5.95	42.....	8.08	53.....	16.59
21.....	5.47	32.....	5.98	43.....	8.49	54.....	17.93
22.....	5.58	33.....	6.06	44.....	8.99	55.....	19.37
23.....	5.64	34.....	6.15	45.....	9.52	56.....	20.97
24.....	5.71	35.....	6.26	46.....	10.12	57.....	22.70
25.....	5.77	36.....	6.42	47.....	10.80	58.....	24.58
26.....	5.81	37.....	6.61	48.....	11.54	59.....	26.62

Rates are available for other age groups.

Can It be Kept Indefinitely?

Yes, for as long as membership is maintained in the Missouri State Teachers Association and premiums are paid. The rates and benefits are not affected by changes of employment or residence.

How Safe is This Insurance?

One of the soundest legal-reserve companies underwrites the insurance. All claims, 229 in number, have been paid without delay.

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How Much Has Been Paid in Benefits?

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